

**2004-2005 No Child Left Behind - Blue Ribbon
Schools Program**

**U.S. Department of Education
Cover Sheet**

Type of School: ☒ Elementary ___ Middle ___ High ___ K-12

Name of Principal: Mrs. Bathea James

Official School Name: Tucson Hebrew Academy

School Mailing Address: 3888 E. River Road

Tucson

City

County Pima

Arizona

State

School Code Number* NA

85718-6635

Telephone (520)-529-3888 Fax (520)529-0646

Website/URL: www. Tucsonhebrew.org

E-mail: WWW.Tucsonhebrew.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* NA

District Name NA Tel. () _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

NA Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Barry Bellovin

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

_____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
					7	17	10	27
					8	12	10	22
1	8	11	19		9			
2	12	14	26		10			
3	13	15	28		11			
4	12	15	27		12			
5	7	6	13		Other			
6	9	8	17					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								179

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>97.2</u> | % White |
| <u>1.1</u> | % Black or African American |
| <u> </u> | % Hispanic or Latino |
| <u>1.7</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1 (same as in #5 above)	179
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5.

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English

Proficient

Number of languages represented: 5

Specify languages: Hebrew, Russian, Spanish, French, English

9. Students eligible for free/reduced-priced meals: NA %

Total number students who qualify:

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>16</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u> </u>
Classroom teachers	<u>12</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>25</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 8:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.1%	96.3%	94.6%	96.1%	96.5%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	3%	2%	0%	2%	2%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - Snapshot of Tucson Hebrew Academy

The Tucson Hebrew Academy is committed to educating Jewish youth in order to keep knowledgeable future leaders in the Jewish and secular community who are practicing Jews. The educational program at Tucson Hebrew Academy is based on traditional Jewish values. To achieve this goal, we provide a comprehensive educational program that supports the Judaic, academic, cultural, and emotional growth of our students. Tucson Hebrew Academy places an emphasis on active learning, critical thinking, and creativity with respect for individual differences among students. We hold high expectations for all students with the view that both processes and products are essential elements of learning. Tucson Hebrew Academy strives to integrate the learning experiences of our students across curriculum areas. Both Hebrew and English are used as languages of instruction. We encourage increasing levels of responsibility and commitment from our students, as they become participants in the American Democratic society and the world Jewish community.

In addition to the mission statement above Tucson Hebrew Academy has an educational mission statement that states that the school will strive for academic excellence in both secular and Judaic studies by providing a warm, caring, child-centered environment. Tucson Hebrew Academy empowers students to become critical and creative thinkers, problem solvers, and good citizens.

Tucson Hebrew Academy (THA) is a dual curriculum, independent, Jewish day school in Tucson, Arizona, that was established in the fall of 1973 with 42 students in four grades. THA continued to grow under the leadership of many talented, educated, and committed professional and lay people. Over the next 30 years enrollment continued to increase. A worldwide event, Operation Exodus, changed the shape of our Tucson community. As the Soviet Union opened up, many new Americans settled in Tucson. THA opened its doors to these new Jewish families and established a very strong link between THA and the larger Jewish community. THA came under the umbrella of the Jewish Federation of Southern Arizona. As enrollment continued to increase, the school outgrew its original facility. The community helped to raise 3 million dollars, and in 1994 we broke ground for our beautiful current facility that now houses grades 1 through 8. Currently, we are a community of 179 students, 23 faculty, 3 full time administrators and a variety of support staff. Our curriculum includes the basic, as well as enrichment, courses of math, language arts, social studies, science, and art, music, and physical education.

Today, our students' education happens in the classroom as well as out in our community. They participate in athletic programs, musical and dramatic performances, help those in need, and raise money for numerous local and worldwide charities.

Our students are happy, confident, and unique individuals. THA graduates are well prepared for high school, college, and beyond. This includes having a solid foundation of Jewish values as they go forward, grounded in their Judaic heritage.

Part IV - 1 Reading and Math Assessment

The Tucson Hebrew Academy administers the Stanford achievement test in April of every year to grades 3, 5 & 7. The Stanford Achievement test was adopted for use by the Arizona State Board of Education to assess the individual student's performance in public schools nationally. We decided to use this test in order to be able to compare our students with other students of similar grade levels nationally.

The Stanford 9 multiple-choice test measures reading, vocabulary, reading comprehension, mathematics problem solving, and mathematical procedures and language. It measures the achievement of students in Arizona to a sample thought to be representative of the students in that grade level, at public schools across the state.

At the Tucson Hebrew Academy we do not drill for the test since our curriculum covers the breadth and depth of content needed for any testing. Once the tests have been administered and the results have been analyzed, the faculty discusses the results, and sets goals for the next school year. The data is also presented to the board, the parents and the community at large.

The national percentile rank indicates the relative standing of a student in comparison with other students who took the test. For example, a student who earned a percentile rank of 70 was equal to or better than the scores earned by 70% of the students in the national sample.

No students were excluded from taking the test, but students who are academically challenged as well as ESL students, are provided the necessary support to complete the tests. Therefore, the results presented reflect 100% participation of the student body.

Once again, the students of the school performed exceptionally well in the three areas assessed - language, math and reading. The national average is considered to be at 50% whereas our students scored well above that, in the high 70's, 80's and 90's. The Tucson Hebrew Academy's percentile rank for Language ranged from 85 to 89, for math 82 to 93 and for reading 78 to 81. Analysis of these tests identified these findings: there was consistency between grade levels; our scores were comparable to the scores of high social economic schools in similar districts; scores were two to three standard deviations above the norm; there was consistency in each major content area even within a dual curriculum, and instructional time is being used efficiently. It is also evident that the faculty is speaking a common language where the success of every individual student is ensured and valued.

In careful consideration of the results, the only score that was statistically significant was the drop in math for our 3rd grade group. This was in part attributed to several children who had learning and/ or behavioral issues, and the results within a small sample size can be dramatically affected by the poor performance of even one student. Focus will be paid to increased math practice and instruction this year. Vocabulary building and problem solving were also identified as areas of focus for this school year. The improvement in math in 7th grade was due to increased familiarity of the curriculum by the middle school math teacher and the consistent use of our accelerated computer based math program that allows for individual practice and mastery of objectives.

When looking at the Stanford 9's there are certain points that need to be made clear. A child's Stanford scores is one indication of a child's performance in school during one particular period of time. At the Tucson Hebrew Academy, we use a variety of assessments to determine students' performance. However, the Stanford is the only assessment that is nationally norm referenced.

Part IV – 2 Using Assessment Results

Assessment of the students is a daily, weekly, monthly and quarterly process. Our curricula provide pre and post testing, comprehensive evaluative tools, and intermittent reviews. Teachers engage in student conferences, daily dialogue, and grading of class work, homework, and projects.

The Stanford 9 test, designed for public schools, is administered to grades 3, 5, and 7 annually at THA. When interpreting these results, consideration must be given to the small sample size. In all areas and grade levels, THA students scored significantly higher than the national average. Most noteworthy are the gains in 3rd grade math; 5th grade reading, language, and math; and 7th grade reading and language. Overall, the following areas of strength were identified:

- Consistency between grade levels
- Consistency in each major content area with dual curriculum
- Maintenance and/or increase in middle school reading and language arts -- norm is to drop in all subject areas
- Scores well above national average (50%)

Areas that reflected a loss, however small, were noted and became the focus for staff development and the school improvement plan. The testing data was also used to modify our goals and raise our expectations as we planned teaching units and purchased auxiliary materials. In addition, based on these results, the following areas were identified for improvement:

- Completion and utilization of writing rubrics
- Focus on language mechanics with an emphasis on vocabulary and writing in all subject areas
- Increase comfort with utilization of the Accelerated Math program

Part IV - 3 Communicating Student Performance

Tucson Hebrew Academy students in grades 3, 5, and 7 are given standardized achievement tests each year. Following the administration of these tests the testing company returns the results to the school. The school's executive director then mails copies of the test results to each family along with a letter explaining what the test scores mean. Soon after that our executive director prepares and presents a compilation and explanation of the scores at each grade level. This includes raw score data, comparison graphs for the last 5 years, and comparison graphs of our school as compared to local public schools in our demographic area. Next the test results are presented to the faculty at a staff meeting. After this, the administration organizes and advertises several public presentations to explain this data. These meetings are open to the current parents, prospective parents, board members, and any interested community members.

Each year the results of the public schools in our county are published in the local newspaper. This allows our parents, teachers, and board members to make an educated comparison of each of our grade level scores to the public schools', charter schools', and some of the other private schools' test information.

In addition to testing data, the faculty provides parent teacher conferences each fall, quarterly report cards in the elementary school, and mid quarter progress reports as well as quarterly report cards in the middle school. When it is deemed necessary more frequent conferences, communication, e-mails and phone conversations are provided to the parents. Students regularly receive graded work, student teacher conferences, and project assessments.

Part IV – 4 Sharing Success

Throughout the year Tucson Hebrew Academy has many opportunities to share its successes with the community, with other schools both locally and far away, and with other teaching professionals.

The students participate successfully in many local and statewide activities where they can showcase their work and their accomplishments. Each year THA has many award winning Science Fair projects that are entered in the local SARSEF science fair, some of which go on to be judged at further competitions. The results of these competitions are always published in the newspapers around the city and the county. THA has been an active participant in both local and statewide spelling bees and The National Geographic Geography Bee. In both of these competitions our students have winning performances at both the local level as well as the state level. Yearly, THA participates in a math fair competition with other local middle school students.

Several times each year the middle school students either host or travel to other cities where they spend a weekend with their peers from other Jewish Day schools. In the past they have shared their experiences with students from Phoenix, Arizona; El Paso, Texas; and even the country of Israel.

The students in grades 4-8 participate in an after school athletics program. A variety of different team sports are offered throughout the year and the teams are part of leagues that are made up of teams from other private and parochial schools throughout the area.

The students at THA frequently have their work exhibited in art shows at the Jewish Community Center and in the offices and public areas of the school. The student choir performs at community celebrations, religious events, and school programs. These are open to parents, school board members, and the community at large.

THA uses a variety of media to inform and notify the community of the school's success. Each year the teachers have several opportunities to attend workshops with other teachers from schools around the city and the state. At these workshops everyone shares ideas, programs, and successes. The director has shared our achievements at the conference for the national organization of independent day schools, RAVSAK. Every other week the school sends a news "magazine" home to the families. Parents and other members of the community who receive this publication are able to read about all the wonderful accomplishments of the students and the school. Classroom teachers also regularly prepare a newsletter that informs the families of classroom activities, accomplishments, assignments, and special events occurring in the upcoming weeks.

Part V – 1 The Curricula of Tucson Hebrew Academy

Tucson Hebrew Academy provides an environment for children to grow and develop into adults equipped with the skills to realize their full potential. All students in grades 1-8 follow the curricula that include: prayer, Hebrew language, Jewish Studies, Language Arts, Social Studies, Science, Math, Art, Music, Physical Education, Technology, and Library.

- Prayer- students reflect and explore the meaning of prayer, learn prayer origins, and learn to chant a variety of prayers associated with the many Jewish holidays
- Jewish Studies- students learn Jewish history, laws, customs, and holidays; experience family programs associated with Jewish holidays; and participate in community wide charity projects.
- Hebrew- acquisition of modern Hebrew language, building of vocabulary, comprehension of text and literature, and proficiency of conversational Hebrew.
- Library- students learn and apply information retrieval skills, reference skills, library usage, reinforcement of classroom lessons, and stimulate a love of literature.
- Technology- students are taught the use of computers, other audio video equipment, internet research, software applications, power point, and word processing skills.
- Physical Education- students explore movement, health and wellness, body awareness, first aid and safety, and nutrition in grades 1-8. Students develop these skills in team sports, aerobics, dance, tumbling, swimming, backyard games, and track and field. They participate in fitness activities with the use of our fully equipped fitness center.
- Music- students are instructed in ORFF (instruments), Kodaly (singing), and Dalcroze (movement). Students perform, listen, create, and recognize patterns of musical sound.
- Art- students study the elements of art using the DBAE (Discipline Based Art Education) model. Students examine artists, art history, different media, and art theories.
- Math- students are encouraged to take risks in estimating, learn math vocabulary, solve problems and develop critical thinking skills. The strands include number sense, data analysis and probability, patterns, algebra and functions, geometry, and measurement.
- Language Arts- students learn to communicate effectively through the skills of reading, writing (using Six Traits of Writing), listening, speaking, and presenting.
- Social Studies- Students explore history, geography, economics, government, cultures, citizenship, and a broad global awareness.
- Science- students practice observation, classification, questioning, hypothesizing, measuring, recording and analyzing data, making inferences, comparing and contrasting, predicting, and drawing conclusions in the areas of earth, life and physical sciences.

Part V – 2a Reading Curriculum

The THA faculty believes the constant goal of excellence expected at THA is perpetuated through a logical, sequential progression of curricula throughout the elementary grades, adaptable to the individual learning styles and the pace of each student. Students having a strong basic foundation in reading upon entering Middle School will be successful students there. To this end a committee of five secular teachers embarked on a two-year process to choose a reading/language arts series.

To make decisions about what series would best suit the needs of THA students we reviewed specific goals based on state, national and McRel standards. We also added important goals specific to our students at THA, higher standards in most cases than our state standards. We attended workshops held by five publishing companies to discuss the materials they represented, met with other school teachers in our city to discuss which materials they preferred and why they chose them, and piloted two different programs at two different grade levels at THA.

We purchased Scholastic Literacy Place as our language arts series. It includes good literature from a variety of genres, classical and contemporary authors, phonics and guided reading components. Differentiated lessons provided by this series include small group lessons for direct instruction of specific skills for both advanced and remedial skills, whole group lessons to impart general curriculum objectives, and individual student/teacher interactions for reinforcement and evaluation of skills. A variety of instructional methods and experiences to accommodate individual learning styles are used to encourage maximum intellectual growth of students. Components of spelling, grammar, and writing, which are parts of this language arts program, help enhance the reading skills of all children.

Part V – 3 Jewish Studies Curriculum

Tucson Hebrew Academy supports the premise that “being Jewish is a daily experience.” Jewish Studies do not only follow a course of teaching but one of involvement. With the understanding that tradition forms an essential part of Jewish existence, this involvement is aimed at every human element of the system: the pupils, teachers, parents, and the community.

The curriculum includes the study of traditional biblical and post biblical texts, laws, customs, kashrut (dietary laws), Jewish history, and Jewish holidays. The students are offered the opportunity to experience Judaism together with their peers. Also, the Jewish Studies curriculum enables students to question, challenge, and formulate their own personal views about Judaism.

The Judaic classes also utilize the computer lab for research projects, Jewish and Israeli websites, computer programs, and games. Each classroom has a computer as well with many content area games for use by the students.

Classes participate in a mitzvah project. The projects are quite diverse: working at World Care, helping at The National Audubon Society, collecting food for food banks and soup kitchens, Assisting: Trees for Tucson, Tour de Tucson, and Handmaker(a residence home for the elderly) just to name a few. Each Judaic class also has family programs annually. These programs have multiple goals: increasing Judaic knowledge, providing the opportunity for families to become better acquainted, and building school spirit.

The curriculum provides students with continued experience in essential skills through reading, comprehension questions, and interpretation of biblical text, Holidays and customs, historical text and values. Another component related to essential skills is the geographic investigation of Israel and the world Jewish Community. Students complete many writing assignments in many genres. These include: research, poetry, essays, and creative writing.

Part V – 4 Different Instructional Methods

The teachers have designed their instructional methods to meet the needs of all the students they teach. They employ a wide variety of techniques to insure the success of all the children.

Within the classroom teachers instruct in large or whole groups, small peer groups or individuals. The size of the group is based on the concepts being taught, the ability level of the students, or the activity or project utilized to reinforce the essential skill being presented.

THA recognizes the importance of individualized instruction and to that end the faculty uses differentiation, accommodation and modification. Pre testing is used to determine a student's prior knowledge and develop an individualized plan. Post testing allows teachers to determine a student's successes and then design future lessons. Accommodation takes into account each child's most effective learning style while modification is important to the student who has learning challenges.

Along with structured lessons, students' essential skills are reinforced through the use of field trips, guest speakers, preparation for a variety of writing contests, science fair, and spelling and geography bees.

Part V – 5 Professional Development at THA

The school is committed to continuously improving its programs and focuses its efforts on maintaining successes and improving weaknesses, thus producing better equipped students. Every year the Board of Directors and the Finance Committee set aside money in the budget for professional development. This allocated money provides educational experiences for individual teachers as well as group professional growth opportunities for the entire staff through in-service training.

Every year before the commencement of school, we have professional in-service programs. This time is for overall training in various new methods as well as refinement of our previously acquired skills. This time allows us to interact as a team, set our goals, and put into practice the new skills we have been given. We also set aside certain days on our yearly school calendar for continuing educational in-service courses.

In addition to group activities, each teacher can choose to avail himself or herself of locally offered workshops, University course work to obtain advanced degrees in their field, or national conferences.

Speakers have been brought in from a variety of places both locally and nationally. Over the last few years, the faculty has been trained in Harry Wong's "Effective Teaching," "Operation Integration" which was taught by an educator from the Jewish Day School of Metropolitan Seattle, "Managing to Teach: Disciplining Our Students with Dignity," presented by Susie Heinz, an educational consultant, and "Ten Steps To A Great Year" and "Powerful Lessons in Personal Change" a renewal workshop facilitated by Arnie Bianco, which explored making improvement in relationships and the work environment, personal habits as well as a bonding and rapport building exercise.

As we identified certain educational goals, workshops were designed to meet these goals. Writing was one of the first focus areas we addressed and so the faculty was trained to teach the skills of writing by Tommy Harper, a consultant from Tucson, Arizona. We followed this with a workshop on writing across the content areas entitled "Arizona Writing Standards and Comprehensive Six Trait Writing Rubric Training, Grades 1-8" facilitated by Linda Angeloff and Jolene Drinkwater from Aim High for Success. In the area of math, the faculty has also been trained to use the Accelerated Math program. This is a computer based program that allows each student to proceed at his or her own pace. This specific math program has been put into use in every classroom with each student.

Professional development continues to be an integral part of the school's commitment to excellence in education.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): North Central Association and Ravsak(Jewish Community Day School Network)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ <u>7,995</u> 1 st	\$ _____ 2 nd	\$ _____ 3 rd	4 th	\$ _____ 5 th		
\$ _____ 6 th	\$ _____ 7 th	\$ <u>7,995</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th	\$ _____	
\$ _____ 12 th	\$ _____ Other	<u>The tuition is the same for all grades from 1 through 8</u>					

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 11,712.20
5. What is the average financial aid per student? \$ 5051.00
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 15%
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 38%

Tucson Hebrew Academy Assessments Referenced Against National Norms

Subject: Reading & Math Grade: 7 Test: Stanford 9 advanced

Publication Year: 1996 Publisher: Harcourt Brace & Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total reading Score (Nat'l PRS)	81	83	79	75
Total math score (Nat'l PRS)	82	78	72	82
Number of students tested	23	30	13	30
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively tested	0%	0%	0%	0%

Tucson Hebrew Academy Assessments Referenced Against National Norms

Subject: Language Grade: 7 Test: Stanford 9 advanced

Publication Year: 1996 Publisher: Harcourt Brace & Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles: X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total Score	89	91	77	81
Number of students tested	23	28	13	29
Percent of total students tested	100%	93%	100%	97%
Number of students alternatively assessed	0	2	0	1
Percent of students alternatively assessed	0%	7%	0%	3%

Subject: Reading Grade:5 Test: Stanford 9 intermediate 2/s

Publication Year: 1996 Publisher: Harcourt Brace & Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles: X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total Score	81	91	81	82
Number of students tested	19	26	28	30
Percent of total students tested	100%	96%	100%	100%
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0%	4%	0%	0%

Tucson Hebrew Academy Assessments Referenced Against National Norms

Subject: Mathematics Grade: 5 Test: Stanford 9 Intermediate 2/s

Publication Year: 1996 Publisher: Harcourt Brace & Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles: X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total Score	93	96	92	90
Number of students tested	19	26	27	30
Percent of total students tested	100%	96%	97%	100%
Number of students alternatively assessed	0	1	1	0
Percent of students alternatively assessed	0%	4%	3%	0%

Tucson Hebrew Academy Assessments Referenced Against National Norms

Subject: Language Grade: 5 Test: Stanford 9 Intermediate 2/s

Publication Year: 1996 Publisher: Harcourt Brace and Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles: X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total Score	91	91	88	81
Number of students tested	19	27	28	30
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%

Tucson Hebrew Academy Assessments Referenced Against National Norms

Subject : Reading, Math & Language Grade: 3 Test: Stanford 9 Primary 3/s

Publication Year: 1996

Publisher: Harcourt Brace & Co.

Scores are reported here as: NCE's _____ Scaled Scores _____ Percentiles: X

	2003-2004	2002-2003	20001-2002	2000-2001
Testing Month	April	April	April	April
School Scores				
Total Reading Score	78	76	84	82
Total Math Score	83	93	91	86
Total Language Score	85	82	87	85
Number of students tested	28	19	25	20
Percent of total students tested	93%	100%	100%	100%
Number of students alternatively assessed	2	0	0	0
Percent of students alternatively assessed	7%	0%	0%	0%